

June 26, 2019

RESCIND BOARD REPORTS 18-0926-RS2, 17-0927-RS1, 16-0824-RS1, 15-0929-RS3 AND 14-1119-PO1, 14-0827-PO2, 13-0828-PO5, AND ADOPT A NEW SCHOOL QUALITY RATING POLICY**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Board rescind Board Reports 18-0926-RS2, 17-0927-RS1, 16-0824-RS1, 15-0929-RS3 and 14-1119-PO1, 14-0827-PO2, and 13-0828-PO5 and adopt a new School Quality Rating Policy effective for the 2020-2021 school year.

POLICY TEXT:**I. Purpose and Goals**

This policy shall establish the standards and criteria for issuing a School Quality Rating and Accountability Status to each school that is either Good Standing status, Remediation status (which indicates the need for Provisional Support) or Probation status (which indicates the need for Intensive Support) per Section 5/34-8.3 of the Illinois School Code. This policy will take effect beginning with a School Quality Rating and Accountability Status issued to each school for the 2020-2021 school year based on school performance data gathered during the prior school year. This policy will also apply to subsequent school years unless amended or rescinded by the Board. A school's Accountability Status from the prior school year shall remain in effect until such time as the school is notified of its new status for the then-current school year that is issued in accordance with this policy.

This policy sets out a systematic means for measuring a school's performance and identifying schools in need of support and increased oversight due to insufficient levels of achievement and growth based on the key indicators and School Quality Rating system as defined by the Board herein. Section 5/34-8.3 of the Illinois School Code provides for the remediation and probation of schools and requires the Chief Executive Officer ("CEO") of the Chicago Public Schools ("CPS") to monitor the performance of each school using the criteria and rating system established by the Board to identify those schools in which: (1) there is a failure to develop, implement, or comply with the school improvement plan; (2) there is a pervasive breakdown in the educational program as indicated by various factors such as the absence of improvement in reading and math achievement scores, an increased drop-out rate, a decreased graduation rate, or a decrease in the rate of student attendance; or (3) there is a failure or refusal to comply with the provisions of the School Code, other applicable laws, collective bargaining agreements, court orders, or with applicable Board rules and policies.

The Board recognizes that an effective and fair School Quality Rating system considers a broad range of indicators of success, including, but not limited to student test score performance and student academic growth, closing of opportunity gaps, school culture and climate, attendance, graduation, and preparation for post-graduation success. Therefore, this policy establishes a comprehensive system to assess school performance in order to identify, monitor and assist schools with low student performance in these areas, as well as provide a framework for action to intervene in schools with stagnant or insufficient rates of student improvement. The School Quality Rating system also provides a means for recognition of schools who have demonstrated distinguished levels of performance.

II. Scope of the Policy

All CPS schools are subject to this policy, including, but not limited to, neighborhood schools, magnet schools, selective enrollment schools, contract schools, Option Schools, and schools with non-traditional grade structures. CPS charter schools are subject to the performance standards set out in this policy by and through the accountability provisions in their charter contract with the Board and shall annually receive a School Quality Rating.

III. ACCOUNTABILITY INDICATORS, STANDARDS AND SCORING

A. Accountability Status Determination

A school shall receive a School Quality Rating and Accountability Status based upon its level of performance and growth. Charter school accountability is determined by and through the accountability provisions in the charter contract with the Board, and is based on the rating designations set forth in this Policy. The school's School Quality Rating is determined based on a point system. A school is evaluated on each of the indicators identified in Sections III.B through III.G and receives points ranging from 1 to 5 on each indicator as specified. The points for each indicator are then weighted as described in Section III.H below and averaged to determine the school's overall weighted score, which will also range from 1 to 5. The school's overall weighted score is used to determine the school's School Quality Rating of either Level 1+, Level 1, Level 2+, Level 2, or Level 3 as described in Section III.I below.

The level rating issued to a school is then used in combination with other factors to determine whether the school is identified with an Accountability Status of Good Standing, Remediation or Probation, as follows:

1. Schools newly established by the Board shall receive an annual School Quality Rating as soon as sufficient data is available, but will remain in Good Standing status until completing the second year of operation or until such time as adequate measures of student achievement become available as defined in the SQRP Handbook.
2. A school with a School Quality Rating of Level 3 shall receive Probation status.
3. A school with a School Quality Rating of Level 2 shall receive Remediation status, except when:
 - i. The school has been on Probation status for two or more consecutive years, in which case the school must receive a Level 1+, Level 1, Level 2+, or Level 2 rating for two consecutive years to be eligible for another Accountability Status and removal from Probation;
 - ii. The Board has taken an action under 105 ILCS 5/34-8.3(d)(2) or (4) at the school, in which case the school must remain on Probation for a minimum of five years; or
 - iii. The CEO has determined that the school faces academic problems that may not be sufficiently addressed through the Remediation process, in which case the school will receive Probation status. In making this determination, the CEO will consider various factors including the length of time the school has had a Level 2 rating status, long-term academic trends, school culture and climate, and quality of school leadership.
4. A school with a School Quality Rating of Level 1+, Level 1, or Level 2+ shall receive Good Standing status, except when:
 - i. The school has been on Probation status for two or more consecutive years, in which case the school must receive a Level 1+, Level 1, Level 2+ or Level 2 rating for two consecutive years to be eligible for another Accountability Status and removal from Probation;
 - ii. The school has been on Remediation status for two or more consecutive years, in which case the school must receive a Level 1+, Level 1, or Level 2+ rating for two consecutive years to be eligible for another Accountability Status and removal from Remediation;
 - iii. The school has been on a combination of Remediation and Probation status for the last two consecutive years, in which case the school will receive Remediation status and must receive a Level 1+, Level 1, or Level 2+ rating for two consecutive years to be eligible for another Accountability Status and removal from Remediation; or
 - iv. The Board has taken an action under 105 ILCS 5/34-8.3(d)(2) or (4) at the school, in which case the school must remain on Probation for a minimum of five years.

Notwithstanding the foregoing, the CEO may at any time place any school on Probation status if the CEO determines that s/he must take necessary steps to satisfy legal requirements or other mandates, including, but not limited to, when the CEO determines: (a) that a school has failed or refused to comply with the provisions of the School Code, other applicable laws, collective bargaining agreements, court orders, or with applicable Board rules and policies; or (b) that a school with state or federal school improvement status has a school improvement plan, budget or any amendment thereto that may compromise, limit or otherwise impair the implementation of the remedial measures required by ISBE or the Every Student Succeeds Act (ESSA). Nothing herein shall limit the Board's ability to take action in accordance with 105 ILCS 5/34-8.3(f).

B. Elementary School Performance Indicators

The indicators and standards and related points that determine an elementary school's School Quality Rating are as follows:

Elementary Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. National School Attainment percentile on the NWEA Reading Assessment	90 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
2. National School Attainment percentile on the NWEA Math Assessment	90 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
3. National School Growth percentile on the NWEA Reading Assessment	90 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
4. National School Growth percentile on the NWEA Math Assessment	90 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
5. Priority Group National Growth percentile on the NWEA Reading Assessment - evaluated separately for African-American, Hispanic, English Learners (ELs) and Diverse Learners	70 th percentile or higher	Between 50 th and 79 th percentile	Between 30 th and 49 th percentile	Between 10 th and 29 th percentile	Below 10 th percentile
6. Priority Group National Growth percentile on the NWEA Math Assessment - evaluated separately for African-American, Hispanic, English Learners (ELs) and Diverse Learners	70 th percentile or higher	Between 50 th and 79 th percentile	Between 30 th and 49 th percentile	Between 10 th and 29 th percentile	Below 10 th percentile
7. Percentage of Students Meeting or Exceeding National Average Growth Norms on NWEA Reading and Math Assessments	70% or higher	Between 60% and 69.9%	Between 50% and 59.9%	Between 40% and 49.9%	Less than 40%

8. Average Daily Attendance Rate (Grades K-8)	96% or higher	Between 95% and 95.9%	Between 94% and 94.9%	Between 92% and 93.9%	Less than 92%
9. Grades 3-8 On-Track Index Score	44.5 and above	Between 42.0 and 44.4	Between 39.0 and 41.9	Between 37.0 and 38.9	Below 37.0
10. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
11. Percentage of Students Making Sufficient Annual Progress on the ACCESS Assessment	55% or higher	Between 45% and 54.9%	Between 35% and 44.9%	Between 25% and 34.9%	Less than 25%
12. Data Quality Index Score	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%

For each of the above indicators that is based on standardized assessments, a school must meet minimum participation requirements to receive the full points. A minimum participation requirement is established to ensure that all students have an equal opportunity to participate in the instruction and assessment process. The points received for each indicator will be adjusted as follows based on participation rates, with a school receiving no less than 1 point for each indicator:

Participation Rate	Point Adjustment
Greater than or equal to 95%	No adjustment
Greater than or equal to 93% but less than 95%	-1 point
Greater than or equal to 92% but less than 93%	-2 points
Greater than or equal to 90% but less than 92%	-3 points
Less than 90%	-4 points

C. High School Performance Indicators

The indicators and standards and related points that determine a high school's School Quality Rating are as follows:

High School Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. PSAT/SAT Growth Differential	90 th percentile or higher	Between 70 th percentile and 89 th percentile	Between 40 th percentile and 69 th percentile	Between 10 th percentile and 39 th percentile	Below 10 th percentile
2. Priority Group SAT Growth Percentile - evaluated separately for African-American students, Hispanic students, English Learners (ELs), and Diverse Learners	70 th percentile or higher	Between 50 th percentile and 69 th percentile	Between 30 th percentile and 49 th percentile	Between 10 th percentile and 29 th percentile	Below 10 th percentile

3. PSAT/SAT National School Growth Percentile	90 th percentile or higher	Between 70 th percentile and 89 th percentile	Between 40 th percentile and 69 th percentile	Between 10 th percentile and 39 th percentile	Below 10 th percentile
4. Percentage of Students Meeting College Readiness Benchmarks on PSAT/SAT	80% or more	60% - 79%	40% - 59%	20% - 39%	Below 20%
5. Average Daily Attendance Rate (Grades 9-12)	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
6. Freshman On-Track Rate	90% or higher	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
7. 4-year Cohort Graduation Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
8. 1-Year Dropout Rate	2% or below	Between 2.1% and 4%	Between 4.1% and 6%	Between 6.1% and 8%	More than 8%
9. College Enrollment Rate	75% or higher	Between 65% and 74.9%	Between 55% and 64.9%	Between 45% and 54.9%	Less than 45%
10. College Persistence Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
11. Percentage of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, the State Seal of Biliteracy, an Approved Early College Credit and/or an Approved Career Credential	40% or higher	Between 30% and 39.9%	Between 20% and 29.9%	Between 10% and 19.9%	Less than 10%
12. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
13. Data Quality Index Score	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%
14. Percentage of Graduates Completing a Concrete Postsecondary Plan Via Learn.Plan.Succeed	95% or higher	Between 90% and 94%	Between 80% and 89%	Between 70% and 79%	Less than 70%

For each of the above indicators that is based on standardized assessments, a school must meet minimum participation requirements to receive the full points. A minimum participation requirement is established to ensure that all students have an equal opportunity to participate in the instruction and assessment process. The points received for each indicator will be adjusted as follows based on participation rates, with a school receiving no less than 1 point for each indicator:

Participation Rate	Point Adjustment
Greater than or equal to 95%	No adjustment
Greater than or equal to 93% but less than 95%	-1 point
Greater than or equal to 92% but less than 93%	-2 points
Greater than or equal to 90% but less than 92%	-3 points
Less than 90%	-4 points

D. Option School Performance Indicators

The indicators and standards and related points that determine an Option school's School Quality Rating are as follows:

Option School Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. Average Growth Percentile on STAR Reading Assessment	60 th percentile or higher	Between 50 th and 59 th percentile	Between 40 th and 49 th percentile	Between 30 th and 39 th percentile	Below 30 th percentile
2. Average Growth Percentile on STAR Math Assessment	60 th percentile or higher	Between 50 th and 59 th percentile	Between 40 th and 49 th percentile	Between 30 th and 39 th percentile	Below 30 th percentile
3. Percentage of Students Making Growth Targets on STAR Reading Assessment	Greater than or equal to 65%	Between 55% and 64.9%	Between 45% and 54.9%	Between 35% and 44.9%	Less than 35%
4. Percentage of Students Making Growth Targets on STAR Math Assessment	Greater than or equal to 65%	Between 55% and 64.9%	Between 45% and 54.9%	Between 35% and 44.9%	Less than 35%
5. One-Year Graduation Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
6. Credit Attainment Rate	Greater than or equal to 70%	Between 60% and 69.9%	Between 50% and 59.9%	Between 40% and 49.9%	Less than 40%
7. Stabilization Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%

8. Average Daily Attendance Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
9. Growth in Attendance Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
10. Percentage of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, the State Seal of Biliteracy, an Approved Early College Credit and/or an Approved Career Credential	Greater than or equal to 25%	Between 20%-24.9%	Between 10% and 19.9%	Between 5% and 9.9%	Less than 5%
11. College Enrollment Rate	Greater than or equal to 50%	Between 30% -49.9%	Between 20% and 29.9%	Between 10% and 19.9%	Less than 10%
12. Percentage of Students Completing a Concrete Postsecondary Plan Via Learn.Plan.Succeed	95% or higher	Between 90% and 94%	Between 80% and 89%	Between 70% and 79%	Less than 70%
13. Data Quality Index	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%
14. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized

For each of the above indicators that is based on standardized assessments, a school must meet minimum participation requirements to receive the full points. A minimum participation requirement is established to ensure that all students have an equal opportunity to participate in the instruction and assessment process. The points received for each indicator will be adjusted as follows based on participation rates, with a school receiving no less than 1 point for each indicator:

Participation Rate	Point Adjustment
Greater than or equal to 90%	No adjustment
Greater than or equal to 85% but less than 90%	-1 point
Greater than or equal to 80% but less than 85%	-2 points
Greater than or equal to 75% but less than 80%	-3 points
Less than 75%	-4 points

E. Specialty High School Performance Indicators - Model A¹

The indicators and standards and related points that determine an Option school's School Quality Rating are as follows:

Specialty High School Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. Percentage of Students Earning Career/Postsecondary Credentials	40% or higher	Between 30% and 39.9%	Between 20% and 29.9%	Between 10% and 19.9%	Less than 10%
2. Freshman On-Track Rate	90% or higher	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
3. One-Year Graduation Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
4. Average Daily Attendance Rate	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
5. Percentage of Transition Plans in Compliance	Greater than or equal to 99%	Between 95% and 98.9.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%
6. Percentage of Graduates With an Approved Summary of Performance Plan	Greater than or equal to 99%	Between 93% and 98.9%	Between 86% and 92.9%	Between 80% and 85.9%	Less than 80%
7. Percentage of IEP Annual Reviews in Compliance	Greater than or equal to 95%	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
8. Percentage of IEP Evaluations in Compliance	Greater than or equal to 50%	Between 90% and 94.9%	Between 85% and 89.9%	Between 60% and 84.9%	Less than 80%
9. Data Quality Index	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%
10. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
11. 1-Year Dropout Rate	2% or below	Between 2.1% and 4%	Between 4.1% and 6%	Between 6.1% and 8%	More than 8%

¹ The Chief Executive Officer (CEO) shall publish guidelines, via the SQRP handbook, establishing the criteria for specialty high schools, Model A.

F. Specialty High School Performance Indicators - Model B²

The indicators and standards and related points that determine an Option school's School Quality Rating are as follows:

Specialty High School Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. Percentage of Students Earning Career/Postsecondary Credentials	40% or higher 60th percentile or higher	Between 30% and 39.9% Between 50th and 59th percentile	Between 20% and 29.9% Between 40th and 49th percentile	Between 10% and 19.9% Between 30th and 39th percentile	Less than 10% Below 30th percentile
2. One-Year Graduation Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
3. Average Daily Attendance Rate	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
4. Percentage of Transition Plans in Compliance	Greater than or equal to 99	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%
5. Percentage of Graduates With an Approved Summary of Performance Plan	Greater than or equal to 99%	Between 930% and 98.9%	Between 86% and 92.9%	Between 80% and 85.9%	Less than 80%
6. Percentage of IEP Annual Reviews in Compliance	Greater than or equal to 95%	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
7. Percentage of IEP Evaluations in Compliance	Greater than or equal to 95%	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
8. Data Quality Index	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%
9. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
10. 1-Year Dropout Rate	2% or below	Between 2.1% and 4%	Between 4.1% and 6%	Between 6.1% and 8%	More than 8%

² The Chief Executive Officer (CEO) shall publish guidelines, via the SQRP handbook, establishing the criteria for specialty high schools, Model B.

G. Detention Center School Performance Indicators³ - Model A and Model B⁴

The indicators and standards and related points that determine an Option School's School Quality Rating are as follows:

Detention Center School Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. Average Growth Percentile on STAR Reading Assessment	60 th percentile or higher	Between 50 th and 59 th percentile	Between 40 th and 49 th percentile	Between 30 th and 39 th percentile	Below 30 th percentile
2. Average Growth Percentile on STAR Math Assessment	60 th percentile or higher	Between 50 th and 59 th percentile	Between 40 th and 49 th percentile	Between 30 th and 39 th percentile	Below 30 th percentile
3. Percentage of Students Making Growth Targets on STAR Reading Assessment	Greater than or equal to 65%	Between 55% and 64.9%	Between 45% and 54.9%	Between 35% and 44.9%	Less than 35%
4. Percentage of Students Making Growth Targets on STAR Math Assessment	Greater than or equal to 65%	Between 55% and 64.9%	Between 45% and 54.9%	Between 35% and 44.9%	Less than 35%
5. One-Year Graduation Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
6. Credit Attainment Rate	Greater than or equal to 70%	Between 60% and 69.9%	Between 50% and 59.9%	Between 40% and 49.9%	Less than 40%
7. Percentage of Students With an Approved Transition Plan	Greater than or equal to 95%	Between 91% and 94.9%	Between 87% and 90.9%	Between 83% and 86.9%	Less than 83%
8. SAT Participation Rate	Greater than or equal to 90%	Between 85% and 88.9%	Between 80% and 83.9%	Between 75% and 78.9%	Less than 75%
9. Percentage of Students Earning Career/Postsecondary Credentials ⁵	TBD	TBD	TBD	TBD	TBD
10. Transition Rate - Enrollment	Greater than or equal to 65%	Between 60% and 64.9%	Between 55% and 59.9%	Between 50% - 54.9%	Less than 50%

³ A Juvenile Detention Center is a facility that provides temporary, secure placement for youth awaiting adjudication of their cases by the Juvenile Division of the Cook County Courts and youth under the age of 18 who have had their case transferred to Cook County Criminal Court.

⁴ The Chief Executive Officer (CEO) shall publish guidelines, via the SQRP handbook, establishing the criteria for detention center schools, Models A and B.

⁵ The standards and related points for this indicator will be set (and revised via Board policy) prior to the release of ratings for school year 2020-2021.

11. Transition Rate - Persistence	Greater than or equal to 85%	Between 80% and 84.9%	Between 75% and 79.9%	Between 70% and 74.9%	Less than 70%
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For each of the above indicators that is based on standardized assessments, a school must meet minimum participation requirements to receive the full points. A minimum participation requirement is established to ensure that all students have an equal opportunity to participate in the instruction and assessment process. The points received for each indicator will be adjusted as follows based on participation rates, with a school receiving no less than 1 point for each indicator:

Participation Rate	Point Adjustment
Greater than or equal to 90%	No adjustment
Greater than or equal to 85% but less than 90%	-1 point
Greater than or equal to 80% but less than 85%	-2 points
Greater than or equal to 75% but less than 80%	-3 points
Less than 75%	-4 points

H. Weighting of Performance Indicators

Each School Quality Rating is determined by applying a weight to the points earned for each performance indicator identified in Sections III.B through III.G above. Each performance indicator and its respective weighting is set forth below. The CEO or designee may modify the applicable weights in instances where a school's data for a particular performance indicator is unavailable, incomplete or unreliable.

1. Elementary School Weighting

Elementary School Performance Indicators	Standard Weighting for Elementary Schools	Weighting for Schools with a Highest Grade Served of Grade 3
1. National School Growth Percentile on the NWEA Reading Assessment	12.5%	5%
2. National School Growth Percentile on the NWEA Math Assessment	12.5%	5%
3. Priority Group National Growth Percentile on the NWEA Reading Assessment	Up to 5% (1.25% for each priority group)	Up to 5% (1.25% for each priority group)
4. Priority Group National Growth Percentile on the NWEA Math Assessment	Up to 5% (1.25% for each priority group)	Up to 5% (1.25% for each priority group)
5. Percentage of Students Meeting or Exceeding National Average Growth Norms on the NWEA Reading and Math Assessments	10%	10%
6. National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8	5%	2.5%
7. National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8	5%	2.5%
8. National School Attainment Percentile on the NWEA Reading Assessment for Grade 2	2.5%	5%
9. National School Attainment Percentile on the NWEA Math Assessment for Grade 2	2.5%	5%
10. Percentage of Students Making Sufficient Annual Progress on the ACCESS Assessment	5%	5%
11. Grades 3-8 On-Track	10%	10%
12. Average Daily Attendance Rate (Grades K-8)	10%	25%
13. My Voice, My School 5 Essentials Survey	10%	10%
14. Data Quality Index Score	5%	5%

2. High School Weighting

High School Performance Indicators	Weighting for High Schools
1. PSAT/SAT Growth Differential	8 th grade-11 th grade = 10% 8 th grade-9 th grade = 3.33%
2. Priority Group SAT Growth Differential - evaluated separately for African-American students, Hispanic students, English Learners (ELs), and Diverse Learners	Up to 10% (2.5% for each priority group)
3. PSAT/SAT National School Growth Percentile	6.66% 9 th -10 th grade = 3.33% 10 th -11 th grade = 3.33%
4. Percentage of Students Making College Readiness Benchmarks on PSAT/SAT	10%
5. Average Daily Attendance Rate (Grades 9-12)	10%
6. Freshman On-Track Rate	10%
7. 4-year Cohort Graduation Rate	10%
8. 1-Year Dropout Rate	5%
9. College Enrollment Rate	5%
10. College Persistence Rate	5%
11. Percentage of Graduates Earning a 3+ on an AP Exam; a 4+ on an IB Exam; the State Seal of Biliteracy; an Approved Early College Credit and/or an Approved Career Credential	5%
12. My Voice, My School 5 Essentials Survey	5%
13. Data Quality Index Score	2.5%
14. Percentage of Graduates Completing a Concrete Postsecondary Plan Via Learn.Plan.Succeed	2.5%

3. Option School Weighting

Option School Indicators	Weighting for Option Schools
1. Average Growth Percentile on STAR Reading Assessment	10%
2. Average Growth Percentile on STAR Math Assessment	10%
3. Percentage Making Growth Targets on STAR Reading Assessment	10%
4. Percentage Making Growth Targets on STAR Math Assessment	10%
5. One-Year Graduation Rate	10%
6. Credit Attainment Rate	5%
7. Stabilization Rate	5%
8. Average Daily Attendance Rate	10%
9. Growth in Attendance Rate	5%
10. Early College and Career Credentials	5%
11. College Enrollment Rate	5%
12. Percentage of Graduates Completing a Concrete Postsecondary Plan Via Learn.Plan.Succeed	5%
13. Data Quality Index	5%
14. My Voice, My School 5 Essentials Survey	5%

4. Specialty High School Weighting - Model A⁶

Specialty High School Indicators - Model A	Weighting for Option Schools
1. Percentage of Graduates Earning Career Credentialed Status	20%
2. Freshman On-Track Rate	20%
3. One-Year Graduation Rate	15%
4. Average Daily Attendance Rate	10%
5. One-Year Dropout Rate	5%
6. Percentage of Transition Plans in Compliance	5%
7. Percentage of Graduates With an Approved Summary of Performance Plan	5%
8. Percentage of IEP Annual Reviews in Compliance	5%
9. Percentage of IEP Evaluations in Compliance	5%
10. Data Quality Index	5%
11. My Voice, My School 5 Essentials Survey	5%

5. Specialty High School Weighting - Model B⁷

Specialty High School Indicators - Model B	Weighting for Option Schools
1. Percentage of Graduates Earning Career Credentialed Status	20%
2. One-Year Graduation Rate	15%
3. Average Daily Attendance Rate	10%
4. Percentage of Transition Plans in Compliance	10%
5. Percentage of Graduates With an Approved Summary of Performance Plan	10%
6. Percentage of IEP Annual Reviews in Compliance	10%
7. Percentage of IEP Evaluations in Compliance	10%
8. One-Year Dropout Rate	5%
9. Data Quality Index	5%
10. My Voice, My School 5 Essentials Survey	5%

⁶ The Chief Executive Officer (CEO) shall publish guidelines, via the SQRP handbook, establishing the criteria for specialty high schools, Model A.

⁷ The Chief Executive Officer (CEO) shall publish guidelines, via the SQRP handbook, establishing the criteria for specialty high schools, Model B.

6. Detention Center School Weighting - Model A⁸

Detention Center School Indicators	Weighting for Option Schools
1. Average Growth Percentile on STAR Reading Assessment	5%
2. Average Growth Percentile on STAR Math Assessment	5%
3. Percentage of Students Making Growth Targets on STAR Reading Assessment	10%
4. Percentage of Students Making Growth Targets on STAR Math Assessment	10%
5. One-Year Graduation Rate	10%
6. Credit Attainment Rate	10%
7. Percentage of Students With an Approved Transition Plan	10%
8. SAT Participation Rate	10%
9. Percentage of Students Earning Career/Postsecondary Credentials	10% ⁹
10. Transition Rate - Enrollment	10%
11. Transition Rate - Persistence	10%

7. Detention Center School Weighting - Model B¹⁰

Detention Center School Indicators	Weighting for Option Schools
1. Average Growth Percentile on STAR Reading Assessment	10%
2. Average Growth Percentile on STAR Math Assessment	10%
3. Percentage of Students Making Growth Targets on STAR Reading Assessment	10%
4. Percentage of Students Making Growth Targets on STAR Math Assessment	10%
5. One-Year Graduation Rate	10%
6. Credit Attainment Rate	10%
7. Percentage of Students With an Approved Transition Plan	10%
8. SAT Participation Rate	10%
9. Percentage of Students Earning Career/Postsecondary Credentials	10% ¹¹
10. Transition Rate - Enrollment	5%
11. Transition Rate - Persistence	5%

⁸ The Chief Executive Officer (CEO) shall publish guidelines, via the SQRP handbook, establishing the criteria for detention center schools, Model A.

⁹ In the first year of this policy (i.e, the 2020-2021 school year), this metric will be calculated and included at 0% of the school's rating, with the 10% distributed evenly between SAT Participation Rate and One-Year Graduation Rate (making each of those metrics worth 15% for the 2020-2021 school year). In the 2021-2022 school year and subsequently thereafter these metrics will be weighted as described here.

¹⁰ The Chief Executive Officer (CEO) shall publish guidelines, via the SQRP handbook, establishing the criteria for detention center schools, Model B.

¹¹ In the first year of this policy (i.e, the 2020-2021 school year), this metric will be calculated and included at 0% of the school's rating, with the 10% distributed evenly between SAT Participation Rate and One-Year Graduation Rate (making each of those metrics worth 15% for the 2020-2021 school year). In the 2021-2022 school year and subsequently thereafter these metrics will be weighted as described here.

8. Weighting for Schools Serving both High School and Elementary School Grade Levels

Schools serving both elementary and high school grades will receive separate weighted scores and School Quality Ratings for their elementary program and their high school program. However, the school's overall School Quality Rating and Accountability Status is determined by combining the weighted scores from the school's elementary and the high school programs, and further weighting the combined score by the proportion of students in each program.

I. Assignment of a School Quality Rating

Each school will be assigned a School Quality Rating based on either its number of weighted points earned or its School Attainment Score, as defined in the table below. If a school qualifies for one rating based on its number of weighted points and another rating based on its School Attainment Score, the school will be granted the higher of the two ratings as its School Quality Rating. For elementary schools, the School Attainment Score is based on NWEA Reading and Mathematics assessments in Grades 3-8 or in Grade 3 if the school's highest grade served is Grade 3. An elementary school must meet the National School Attainment percentile minimum in both Reading and Mathematics to qualify for a School Quality Rating based on attainment percentile. For high schools, the School Attainment Score is based on the PSAT/SAT series of assessments. A high school must have a minimum percentage of students meeting college readiness benchmarks to qualify for a School Quality Rating based on attainment score. For a school to earn a School Quality Rating based on the attainment score rather than weighted points earned, the school must have a minimum 95% participation rate on all assessments that determine the school's attainment score.

School Quality Rating	Weighted Points Earned	OR	Elementary Minimum Attainment Score	High School Minimum Attainment Score
Level 1+	4.0 or more		90 th percentile	80% of Students
Level 1	Between 3.5 and 3.9		70 th percentile	60% of Students
Level 2+	Between 3.0 and 3.4		50 th percentile	40% of Students
Level 2	Between 2.0 and 2.9		40 th percentile	20% of Students
Level 3	Less than 2.0		--	--

For schools serving both elementary and high school grades, the school receives weighted scores and ratings for the elementary and high school programs separately, which are then combined into a single overall School Quality Rating as described in Section III.H.8. If either the elementary and/or high school program achieves a higher program rating based on their School Attainment Score than their weighted points earned, that program will receive the higher level rating. When combining both program scores into a single overall School Quality Rating, any program rating based on School Attainment Score shall be converted into the lowest score associated with that level for purposes of performing the weighted calculation as described in Section III.H.8. The lowest score associated with each level are as follows: Level 1+ = 4 points, Level 1 = 3.5 points, Level 2+ = 3 points, Level 2 = 2 points.

Notwithstanding the foregoing, if a District-operated school with a Level 1+ or Level 1 rating experienced conditions or an event that had a significant impact on the school, the school may receive a School Quality Rating of Level 1. In making this determination, the CEO will consider the following factors: (1) a significant change in student population, exclusive of students in new or entry-level grades; (2) a significant change of the school's teaching staff as compared to the prior year; (3) a change of principal; (4) a significant change in the school's academic program; or (5) any other event that had a significant impact. Such a CEO determination shall not be applied in consecutive years.

In the event the CEO determines that the performance indicators specified in this policy are not appropriate for measuring a school's performance, the CEO may recommend to the Board the use of other specified performance indicators to evaluate the school and issue its School Quality Rating and Accountability Status. The CEO shall use such alternate performance indicators when approved by the Board.

IV. SCHOOLS IDENTIFIED AS NEEDING REMEDIAL ASSISTANCE

On a date to be determined by the CEO or his/her designee, after school performance data is available, schools will be notified as to their Accountability Status hereunder.

Schools Placed on Remediation

Any school that receives a Remediation status as described in Section III.A above shall participate in a remedial program in which a Remediation Plan is developed by the CEO and/or the CEO's designees. A Remediation Plan may include one or more of the following components:

1. Drafting a new school improvement plan (currently known as the Continuous Improvement Work Plan, or CIWP);
2. Additional training for the local school council;
3. Directing the implementation of the school improvement plan; and
4. Mediating disputes or other obstacles to reform or improvement at the school.

A Remediation Plan is intended to provide the support and oversight necessary to prevent schools with declining or flat performance from entering Probation status, and to help schools that are exiting Probation reach Good Standing status. In creating a Remediation Plan, the CEO or designee shall give assistance to the school to ensure that all aspects of the plan, including the school budget, address the educational deficiencies at these schools.

Any updates to such school improvement plan to address new data on the deficiencies at Remediation schools with a school improvement status shall be approved by the Board in accordance with the Illinois State Board of Education's (ISBE's) timeline for Board approval of school improvement plans.

The CEO or designee shall monitor each Remediation school's implementation of the final plan and the progress the school makes toward implementation of the plan and the correction of its educational deficiencies.

Schools Placed on Probation

School Improvement Plan and Budget: Each school placed on Probation shall have a school improvement plan and a school budget for correcting deficiencies identified by the Board. The CEO or designee shall develop a school improvement plan (currently known as the CIWP) that shall contain specific steps that the local school council and the school staff must take to correct identified deficiencies. The school's CIWP may serve as the school's Probation plan. The school budget shall include specific expenditures that support the implementation of this plan and that are directly calculated to correct educational and operational deficiencies identified at the school.

In creating or updating the required plan, the CEO or designee shall give assistance to Probation schools to ensure that all aspects of the plan, including the school budget, reflect and are tailored to the individual needs of the school and that the plan addresses the educational deficiencies at these schools.

The Board shall approve school improvement plans for schools placed on Probation. Any updates to such school improvement plan or school budget to address new data on the deficiencies at Probation schools and schools with a state or federal school improvement status shall be approved by the Board in accordance with ISBE's timeline for Board approval of school improvement plans.

Except when otherwise specified by the CEO, the Chief of Schools for the school's network and the Chief of Schools' designees shall serve as the probation team that will identify the educational and operational deficiencies at Probation schools in their network to be addressed in the school improvement plan and budget presented to the Board for approval.

Monitoring: The CEO or designee shall monitor each Probation school's implementation of the final plan and the progress the school makes toward implementation of the plan and the correction of its educational deficiencies.

Additional Corrective Measures: Schools placed on Probation that, after at least one year, fail to make adequate progress in correcting deficiencies are subject to the following actions by the approval of the Board, after an opportunity for a hearing:

- a. Ordering new local school council elections;
- b. Removing and replacing the principal;
- c. Replacement of faculty members, subject to the provisions of Section 24A-5 of the Illinois School Code;
- d. Reconstitution of the attendance center and replacement and reassignment by the CEO of all employees of the attendance center;
- e. Intervention under Section 34-8.4 of the Illinois School Code;
- f. Operating an attendance center as a contract turnaround school;
- g. Closing of the school; or
- h. Any other action authorized under Section 34-8.3 of the Illinois School Code

The Law Department shall develop and disseminate hearing procedures for hearings required before taking any of the corrective actions specified above.

Definitions

3-8 On-Track: The school-level index score of individual students' on-track status based on a combination of core course GPA and attendance.

ACCESS for ELs Assessment: Annual English language proficiency assessment required of all English Language Learners ("ELLs").

Accountability Status: Status of the school established by this policy. A school may receive an Accountability Status of "Probation", "Remediation", or "Good Standing."

Annual Stabilization Rate: Percentage of stable students (enrolled for at least 45 membership days) who are enrolled at the end of the school year, have graduated, or have successfully transitioned to another CPS school.

AP Exam: Shall mean the end of course exam established by the College Board that is administered upon completion of an AP class.

Average Daily Attendance Rate: Shall mean the total number of actual student attendance days divided by the number of total student membership days.

Average Student Growth percentile for STAR: Average Fall-to-Spring, Fall-to-Winter, or Winter-to-Spring growth percentile of students on the STAR reading and math assessments.

Career Credential: Shall mean a credential received for the successful completion of a specific course sequence approved by CPS that qualifies a student/graduate for employment in a specific career. The courses eligible for Career Credential credit under this policy are subject to approval by CPS.

Career Credentialed Status: A designation denoting when a student has engaged in and completed a sufficient number of activities supporting a successful transition to the workplace to be considered ready to engage in a career outside of school.

Credit Attainment Rate: Percentage of high school students who earn the total credits possible during their time of enrollment.

College Enrollment Rate: The percentage of students enrolled in college in the Fall or Spring after graduation from a CPS high school as identified by the National Student Clearinghouse.

College Persistence Rate: The percentage of students enrolled in college in the Fall or Spring after graduation from a CPS high school who are still enrolled in college the following Fall as identified by the National Student Clearinghouse.

Detention Schools: CPS schools located within detention facilities, serving school-aged youth placed in temporary secure care, generally pre-adjudication, by the Cook County Courts

Data Quality Index ("DQI"): The percentage of data quality indicators that measure whether a school has recorded correct, complete and compliant data in CPS data systems. The DQI score considered under this policy includes the "Attendance", "Registration and Enrollment", "Student Contact Information", and "Student Health" sections of the DQI reported on the CPS Dashboard.

Early College Credit: Shall mean credit received for a college-level course approved by CPS in which the high school student is eligible for both high school and college credit upon successful completion of the course.

Four-Year Cohort Graduation Rate: The percentage of students graduating within four years of their freshman year.

Freshmen On-Track Rate: The percentage of first-time freshman students who earn five credits in their freshman year and fail no more than one semester core course (English, Mathematics, Science and Social Science).

Good Standing: An accountability designation assigned to schools where the CEO determines, based on the criteria set out in this policy, that student performance and improvement meets or exceeds district standards.

Growth in Attendance Rate: Percentage of stable students (enrolled for at least 45 membership days) that show an improvement of at least 3 percent points in their individual daily attendance rates compared to their daily attendance rate in the previous school year or who maintain an individual daily attendance rate of 90%.

Growth percentile for PSAT 9, PSAT 10, SAT: The percentile ranking of the school compared to other CPS schools or schools nationwide measuring the change in standardized test scores between two points in time.

IB Exam: Shall mean the end of course exam established by the International Baccalaureate Organization that is administered upon completion of an IB class.

IEP and Annual Review Compliance: Measures the extent to which student Individual Education Plans (IEPs) are in compliance with state and federal law.

Learn Plan Succeed: The district's program to ensure that all graduating seniors finish high school having articulated a firm postsecondary plan.

My Voice, My School 5 Essentials Survey: Annual school climate and culture survey administered by the Consortium on Chicago School Research at the University of Chicago to teachers and students, the results of which are aggregated and determine the school's overall foundation rating.

National School Attainment percentile for NWEA: The percentile ranking of the school compared to schools nationally based on the Spring NWEA MAP assessment in grades 2 through 8. This percentile is calculated using national school-level norms established by NWEA, and is adjusted for each school based on the number of students tested at each grade level.

National School Growth percentile for NWEA: The percentile ranking of the school compared to schools nationally based on student growth between administrations of the NWEA MAP assessments in grades 3 through 8. This percentile is calculated using national school-level growth norms established by NWEA, and is adjusted for each school based on the number of students tested at each grade level and the average pretest scores for those students.

NWEA MAP: The Northwest Evaluation Association ("NWEA") Measure of Academic Progress ("MAP") Assessment. This is the adaptive growth assessment administered to CPS students in grades 2-8 in the Spring of the school year. Scores for students who qualify for an ACCESS or IAA exception are excluded.

One-Year Drop-out Rate: The percentage of students in grades 9 through 12 enrolled in the school at any time between July 1 and June 30 of the school year who drop out at any time during the year. The calculation used in this Quality Rating Policy will exclude students who had previously dropped out of school during the past two years.

One-Year Graduation Rate: Percentage of students with sufficient credits to be able to graduate within one year who graduate by the end of the school year.

Option School: A school or program identified by the CEO or designee that is specifically designed to serve a population of students who have dropped out or are at risk for academic failure, including, but not limited to: (i) students who are significantly off-track for on-time completion of elementary school or graduation from high school; (ii) expelled, emergency placed pending expulsion or in need of disciplinary reassignment; (iii) pregnant or parenting; or (iv) chronically truant.

Percentage Meeting Student Growth Targets for STAR: Percentage of students with a growth percentile of 40 or higher on the STAR reading and math assessments.

Percentage of Students Meeting College Readiness Benchmarks for PSAT 9, PSAT 10, SAT: A School's Attainment percentile measures how well the school performed on standardized tests at a single point in time. A school's score is based on students' scoring at or above the grade-appropriate combined College Readiness Benchmark scores, set by College Board. To learn more, visit <https://collegereadiness.collegeboard.org>.

Percentage of Students With a Transition Plan: Percent of students at York and Jefferson with a completed transition plan.

Probation: An accountability designation assigned to non-performing schools where the CEO determines, utilizing the criteria set out in this policy, that a school requires remedial measures beyond what is otherwise available under Remediation to address the school's performance deficiencies. This designation includes schools performing at the lowest level of academic performance defined by this policy. This Accountability Rating indicates the need for intensive support and in implementing this policy the CEO or designee may also refer to this accountability designation as "Intensive Support."

PSAT 9: Assessment developed by College Board and administered to CPS students in grade 9.

PSAT 10: Assessment developed by College Board and administered to CPS students in grade 10.

Remediation: An accountability designation assigned to non-performing schools where the CEO determines, utilizing the criteria set out in this policy, that a school requires remedial measures as

described in this policy, including increased oversight, to address performance deficiencies. This Accountability Rating indicates the need for provisional support and in implementing this policy the CEO or designee may also refer to this accountability designation as "Provisional Support."

SAT: Assessment developed by College Board and administered to CPS students in grade 11.

School Quality Rating: Rating assigned to each school in accordance with this policy that is used to determine the school's Accountability Status. This rating is based on the points schools receive hereunder. A school may receive a School Quality Rating of Level 1+, Level 1, Level 2+, Level 2, or Level 3.

STAR Assessment: Reading and math assessments developed by Renaissance Learning, Inc. and administered to students enrolled in an Option School.

Specialty High School: CPS specialty high schools and transition learning centers provide specialized education for high school students with mild to moderate cognitive disabilities. Programs capitalize on student interest and strength while preparing them to become members of the community.

- Southside Occupational School - (Grade 12 until age 22)
- Ray Graham Training Center - (Grade 12 until age 22)
- Vaughn High School - (Grade 9 until age 22)
- Northside Learning Center - (Grade 9 until age 22)

Summary of Performance Compliance: The percentage of graduates with a valid summary of performance document, per guidelines from the Office of Diverse Learners Support Services.

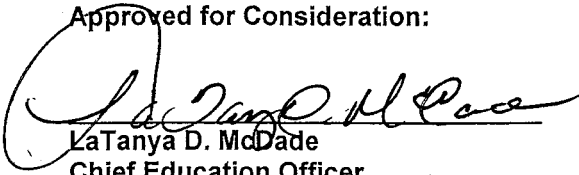
Transition Plan Compliance: The percentage of students with a transition plan that meets state requirements.

Transition Rate (Enrollment): The percentage of students who exit a detention center school and re-enroll in a CPS school.

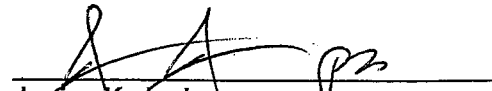
Transition Rate (Persistence): The percentage of students who exit a detention center school, re-enroll in a CPS school, and remain enrolled until the end of the year.

LEGAL REFERENCES: 105 ILCS 5/34-8.3; 105 ILCS 5/34-8.4; 105 ILCS 5/2-3.25d.

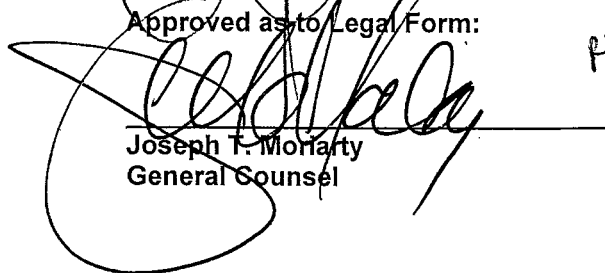
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